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CDS # 19 65094 602 3527

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Grant Proposal Abstract

San Jose-Edison Academy
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San Jose-Edison Academy, a charter school in West Covina, opened its doors on September 8, 1998. Our school has a Kindergarten through fifth grade enrollment of 684 students with almost 600 students on the waiting list. Since opening day, our school has made great strides in our efforts to provide a world class education to all students.

Unique in school design and organizational structure, our school offers students and parents an educational opportunity not found at any other area school. Students attending San Jose-Edison Academy attend eight hours of school daily (8:00 a.m. - 4:00 p.m.) and 200 school days per year. During each school day, students have access to a rigorous curriculum that is far more than just traditional academics. Our curriculum covers five domains: humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills.

In the two major core areas of reading and math, instruction is delivered using curriculum selected after careful research and evaluation. Students receive reading instruction using the Success For All reading program. Math instruction is supported by our University of Chicago Everyday Math program. Students also participate in a comprehensive and articulated hands-on Science program as well as a literature and project-based Social Science program. In addition to the above four core curricular areas, students receive extensive instruction in Music, Art, World Language (Spanish), and Health and Fitness. The Heartwood Program is used as the bases of our character and ethics instruction.

Interwoven throughout curriculum and instruction is our school's technology component. At San Jose-Edison Academy, technology is not used as a means of instruction. It is our expectation that technology will become a second language thereby ensuring that our students, teachers, and families gain fluency in their understanding of and ability to use advanced technology for real-world application; and to fully integrate technology into the curriculum, instructions, assessment and all aspects of school life. Every teacher is provided with his/her own laptop. In addition, all classrooms have at least three computers and a printer. Our school houses a thirty-two computer lab that is fully networked with all classrooms. One unique aspect involving technology is our placement of a computer in the homes of all students third through fifth grade. Students and parents then have access to the school staff through an intra-net called The Common. This use of technology creates a connectiveness between school and home that truly enhances essential communication.

Our school takes pride in the fact that having only been open since September of 1998, we have already made strong connections and partnerships within our community. Parents are very supportive of our efforts and continue to show their appreciation through their volunteerism and participation in a variety of school activities. We have formed strong partnerships with the local Chamber of Commerce and area service clubs. Many of our students have already participated in at least three community service projects.

With our initial success as a new charter school, parents, students, and community members began looking toward the future with the expectation that our charter would expand to a sixth grade. Dozens of letters and phone calls were directed to the principal, staff, and local board of education requesting that expansion take place. During the first school board meeting in January of 1999, our school board approved expansion to sixth grade. While this news sent waves of applause through the audience, it created a dilemma for the staff of San Jose-Edison. Expanding to sixth grade would mean another round of start-up costs that we were not sure we could fund. In dialoguing with the local school district, we were able to secure from the district the new portables and furniture needed for the expansion. Our school would be expected to fund the costs of curriculum, staff, equipment, and any other costs associated with the expansion. At this time, we are seeking grant funds to assist in the expansion of our program to include sixth grade, thereby ensuring our students of an additional year of quality education.

Grant Proposal Narrative

San Jose-Edison Academy
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I. The Charter School's Educational Vision

A. Baseline Information About San Jose-Edison Academy

Located in the eastern part of the San Gabriel Valley, the San Jose-Edison Academy opened its doors in September of 1998. As a partnership charter school, San Jose-Edison Academy works closely with the West Covina Unified School District. The school is chartered for kindergarten through eighth grades, but presently serves only elementary students (K-5). San Jose-Edison Academy has 684 students currently enrolled. Plans to expand to a sixth grade have been approved. This expansion would include the addition of 128 new students, bringing the school's total enrollment to 812 students.

San Jose-Edison Academy's student population is culturally and racially diverse: 58% Latino, 15% Caucasian, 12% African-American, 10% Asian, and 5% other. The school has 53% of its students on free or reduced lunch. Close to 60% of our population qualified for the Title 1 program. The ethnic make-up of the school's population mirrors that of the city except for the African American population, which is higher than the city's 8%. Many of our students come from families headed by a single parent. The school's city-run daycare provides underprivileged families with city careships enabling them to participate in the daycare program at a reduced rate.

The majority of students attending San Jose-Edison Academy come from the city of West Covina, which is located approximately 35 miles east of Los Angeles. These students came from existing schools within the local school district. A large number of these students came to San Jose-Edison Academy functioning below grade level and were known to have well-established behavioral problems. As a new charter school who received students from dozens of schools, current baseline data does not exist. However, preliminary results from assessments given to our first through fifth graders to determine placement for our Success For All reading groups revealed that 62% of the students tested below grade level in reading. In fact, testing determined that more than thirty fourth and fifth graders were reading at least three years below grade level.

Our students and their parents were attracted to San Jose-Edison Academy because of its fundamental vision of providing a world class education to all students.

B. Educational Vision

Everything we do at San Jose-Edison Academy is anchored in a compelling philosophy of education and a set of guiding principles. Our school bases its principles on deep-rooted and well-tested philosophies about the central role of learning in what it means to be human. We believe that every person has an innate desire to know and to understand, and that learning is the most important journey in every person's life. San Jose-Edison Academy is committed to these principles, which reflect America's best ideal:

Liberty

The conviction that learning is the surest path to individual freedom.

Equality

The belief that every child should be given exciting educational opportunities and that every child has a tremendous capacity for learning.

The Individual

The principle that each person's character and individuality not only are to be respected, but also celebrated.

Community

The idea that a school can and should be a center for people of all ages who seek kindred spirits, enlightenment, and recreation.

Diversity

The notion that respecting, affirming, and learning from our differences is central to what ties us together

Joy

the truth that a great school is a place that nurtures

With a thoughtful philosophy to guide it, San Jose-Edison's Vision is founded on several important fundamentals. These fundamentals are supported by volumes of research documenting successful education practices from this country and around the world. Radical improvement in any of these areas would bring major improvement to a school, but it is by putting all of them together into a coherent strategy that we can achieve dramatic results. Our school's vision includes the following fundamentals:

1. A school organized for every student's success. Our school commits to invest our resources in people and materials that directly nurture the growth of students. Each one is a special citizen-part scholar, part artist, part athlete-who deserves an educational community that cares.
2. A better use of time. Our school follows a schedule that makes sense for families today, adds the equivalent of several years to what is now a typical K-5 academic career, and builds in more excitement for students.
3. A rich and challenging curriculum. Our school has implemented an absorbing curriculum that provides every teacher and student with a program of variety and possibility. The curriculum is carefully integrated to help students see the connections between knowledge and ideas and to encourage practical applications of learning. The curriculum is built around five domains: humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and health and physical fitness. We have set high standards of achievement for each.

4. Teaching methods that motivate. Our school is committed to vital and diverse instructional strategies that encourage innovation and excitement in teaching and learning - a school full of the sounds of discussion, debate, discovery, and delight.
5. Assessment that provides accountability. Our school monitors student progress in many ways to help ensure that standards are met. Students participate in our own performance assessment system as well as state and local testing programs. Our school is accountable for student performance on all of these measures. We believe in regular, clear, understandable reporting to families and to the public.
6. Educators who are true professionals. Teachers are at the heart of our school. They receive the career development, resources, responsibilities, and opportunities that talented professionals deserve. They also find the best possible working conditions in an atmosphere that encourages the highest respect.
7. Technology for an information age. Our school plan for technology puts everyone - students, educators, and families- to work with the powerful information, communication, and construction tools available today. We provide home technology for every family of a student in third through fifth grade. Every student, teacher, and administrator has personal access to technology and is linked to a special network which contains innovative software and countless resources.
8. A partnership with families. Our school makes a commitment to families to keep them engaged in their children s progress. Student portfolios and quarterly meetings with teachers give family members an accurate and vivid picture of their children s accomplishments and needs. Technology links schools and students homes, teacher and families, ensuring communication.
9. A school tailored to the community. Our school is open early in the morning and late in the afternoon. We are a hub of activity, bringing together adults and children. We also open our doors to the social services a community can offer, linking service providers with the needs of students and their families.

Student motivation is an important concept at San Jose-Edison Academy. Schools succeed when they take uncommon care to motivate students and to nurture their inherent desire to learn. Students are motivated when the work they d o is important, has meaning, and is challenging. Everyone wants respect and a chance to shine. The following school goals make this possible:

1. Help student feel comfortable
2. Improve student motivation
3. Develop strong character in students
4. Draw on the support of families
5. Set high standards and expectations
6. Use performance standards to motivate
7. Emphasize the intrinsic rewards of learning.

It is our hope that San Jose-Edison Academy will continue in its quest to successfully implement our guiding principles, fundamentals, and goals. Working together, these three elements of our school design produce a synergy that results in impressive gains for students. It is our belief that our school

design is like no other in our surrounding area. Elements of this unique design will be highlighted throughout this entire narrative. We truly feel that we are providing a world class education for all students.

II. The Organizational Structure of Effective Charter Schools

A. Educational Capacity of the School

San Jose-Edison Academy is organized to facilitate teaching and learning. Our school model is based on principles that have been shown to ensure effective schools: a clear and ambitious sense of purpose, strong academic leadership, inclusion of entire staff (instructional and non-instructional), clear expectations for teachers and ongoing professional development, encouragement of teamwork and a collective commitment to excellence, principles and practices of accountability, and a school community that allows teachers and administrators to know all students as individuals.

An example of how our school uses innovative strategies and proven methods of learning and teaching can be seen in the organizational design of the school.

Academies: Our school is divided into academies - Primary (K-2) and Elementary (3-5). Teachers and students work primarily within, rather than across academies. Curriculum themes and standards are distinguishable by academy.

Houses: San Jose-Edison Academy is very unique in its use of the House structure. Houses are the basic units of student organization. Students are part of the same multi-grade house for their entire time in the academy. Our school currently has 6 houses.

House Teams: House teams are the basic units of teacher organization. At San Jose-Edison, each House team consists of five teachers, with one serving as the lead teacher for the house. This lead teacher is responsible for assisting the other teachers in the house through peer coaching and professional development opportunities. The house team is responsible for the core academic program of instruction and for managing a common group of students in accordance with school policies and assuring their progress in achieving academic standards. Art, music, world language, health and physical fitness are taught by additional teachers who supplement and complement each team. House teams carefully monitor student performance and are accountable for student results. In addition, House teams regularly engage parents in the support of their children and share responsibility for supervising student progress toward goals referenced in our school's Quarterly Learning Contracts. House teams meet on a regular and routine basis.

A Better Use of Time: At San Jose-Edison Academy, students attend school for eight hours each day (8:00 - 4:00). In addition, students attend school 200 days per year as opposed to the standard 180 days. It is our belief that our extended day and year enables teachers to thoroughly cover the core curriculum. The additional time also enables our school to provide students with comprehensive music, art, physical education, and world language programs.

Curriculum: The curriculum used at San Jose-Edison Academy was selected after a thorough search of successful research-based programs. For example, our students receive reading instruction through the use of the Success For All reading program. Students receive 1.5 hours of uninterrupted reading instruction every day. An additional 45 minutes of Language Arts (writing, spelling grammar, etc.) is also provided. The University of Chicago's Everyday Math provides our students with a solid, well-balanced math program. A comprehensive, hands-on Science program and literature-based Social Science program round off our school's four core curricular areas.

A very unique aspect of our curriculum involves our Core Values. At San Jose-Edison Academy, the following eight core values are continuously addressed and applied: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Instruction relating to our core values is provided through our use of the Heartwood Program. Evidence of these core values can be found in all classrooms throughout the school.

Formal music instruction is provided to all students. Every student learns to read music and sing and is encouraged to take up a musical instrument. In addition to music, all students participate in a formal fine arts program. Art instruction is enhanced through the use of the Getty Spectra Art Program. All students also participate in a well-balanced, articulated Health and Physical Education program. The goal of this program is to encourage students to choose physical activity and maintain a healthy lifestyle. Finally, all students participate in our World Language program. As early as kindergarten, all students begin receiving Spanish instruction with the goal of developing a second (and sometimes third) language.

Technology: One of the most exciting aspects of our school design is our use of technology to enhance productivity, efficiency, creative expression, communication, and access to information. We have developed a comprehensive and integrated plan for technology use. To support our technological efforts, our school employs a Director of Technology who is responsible for the integration of software. We also have a User Support Technician who is responsible for addressing our school's hardware needs.

Every member of the instructional staff (teachers, principal, media specialist, etc.) has been provided with a laptop computer for school and home use. In addition, each House Team is provided with a scanner, digital camera, and video recorder. All classrooms are equipped with a T.V. monitor, VCR, and three computers. The school also houses a computer lab containing 32 computers for staff and student use.

Instruction: In a great school, curriculum and instruction are inextricably linked, for what students learn often depends on how they learn it. Starting with the philosophy that effective learning is active learning, San Jose-Edison Academy has adapted several broad instructional strategies. Recognizing that students learn in different ways, our school's instructional program is designed to address varied learning styles. And because research clearly favors some instructional methods over others, we have chosen those with documented effectiveness.

At San Jose-Edison Academy, we believe that students are naturally curious. They learn by doing and by interacting with their environment. Our school's instructional program is designed to build on students' natural desire to ask questions, to wonder to explore, and to learn. As John Dewey observed,

for young people, school is not preparation for life - it is life. The job of our school is to provide students with a rich and varied landscape to explore and to help them develop the skills, strategies, and knowledge they need. To achieve this, the following instructional practices are utilized: direct instruction, cooperative learning, integration of curriculum, inquiry, and project-based learning.

Clear and measurable outcomes for student performance: What is it that we want students to know and be able to do? What can we as educators do to ensure that students succeed? These simple but fundamental questions guide most of what we do as a school. San Jose-Edison Academy uses two sets of expectations: one for students, the other for our school. Our school's academic standards are ambitious and specify what students should know and be able to do in every area of our curriculum by the time they finish each academy. Our school's performance standards specify what our school needs to do to help all students succeed. School decisions about curriculum, instruction, and assessment are guided first and foremost by these two sets of standards. To assist teachers in their efforts to implement our student and school standards, they have been provided with binders containing all standards (including rubrics that help determine level of proficiency regarding the implementation of these standards). In addition, individual teachers and House teams are required to develop professional growth plans specifically aligned to our academic and school standards, with each teacher and House teams being evaluated on their ability to successfully implement these standards.

Comprehensive student assessment program aligned with the school's educational program and student outcomes: Like curriculum and instruction, assessment - how progress is measured - determines what and how well students learn. Our school uses a system of student assessment that supports our ambitious curriculum and instructional program. It is a system that provides our teachers with continuous and constructive information about student performance, information that specifies how students are doing relative to the standards of each academy and assists teachers in tailoring an instructional program to each student's learning needs.

At San Jose-Edison Academy our expectation is that we will move all students toward the attainment of specific academic standards. How well these standards are learned is determined through a variety of assessments. Our school uses four specific types of measures to gauge student achievement. 1) California state required tests (S.A.T. - 9/STAR), 2) Local District assessments, 3) customized assessments, both standardized and performance-based, that are specifically aligned to our school's standards, and 4) structured portfolios of student work also aligned to standards.

Professional Development: San Jose-Edison Academy has made a serious investment in professional development for all staff members. We believe it is an ongoing activity, one that must be site-based and intensive. Our program nurtures in every teacher a spirit of inquiry. We give teachers time and resources to explore their craft and field, and organize them in ways that enhance their ability to learn from one another. Above all, our professional-development program is aligned with our program of curriculum, instruction, and assessment. Our school's professional development plan emphasizes initial training of teachers as well as ongoing training throughout the year.

Before our school opened in September of 1998, our teachers participated in an extensive and rigorous twenty-day professional development program involving the following areas: Success For All Reading Program, Chicago Everyday Math, Science/Social Science, Learning Environment, Character and Ethics, Vision, Evaluation and Supervision, Writers Workshop, and Integration of Technology. In

October of 1998, our teachers received three days of follow-up training in Success For All, Chicago Everyday Math, and Student Assessment/Achievement.

In addition to these initial start-up training sessions, our teachers are expected to meet at least three times during the week with their House teams to participate in professional development activities selected by team members, House team lead teachers, and schoolwide committees. At least one session per week must be centered around technology.

Experience and knowledge of people involved in this area: Our school's Student Achievement Committee serves as a resource for all teachers at the school site. This committee has developed a comprehensive Student Achievement Plan as well as a yearly assessment calendar. Each member of the committee serves as an assessment mentor for specific grade levels. In addition, House lead teachers and curriculum coordinators have the added responsibility of monitoring student achievement as it relates to our school's academic standards.

B. Business and Organizational Management Capacity of the School

A comprehensive design for effective school functioning which supports educational vision: Prior to the opening of San Jose-Edison Academy, the school developed a comprehensive and well-thought out business and management plan to ensure the school's financial soundness and fiscal responsibility. In fact, one of the school's Five Points of Accountability involves attention to sound financial management.

The people responsible for our school's fiscal management recognize that a school's long-range planning and strategic vision go hand in hand with financial planning. Our school's success is directly related to our ability to coordinate that vision with the budgeting process. All budget planning discussions are framed by our school's educational vision.

A comprehensive budget that demonstrates the fiscal viability of the school: The school's partnership with the local school district enhances its ability to manage such areas as payroll, health benefits, and other negotiated buy back services between the school and the district. As was done prior to the school's opening, the annual budget will continue to be developed with the following components: 1) Instructional Program, 2) Facilities, 3) Technology, and 4) Administration. The instructional program section of the budget addresses such areas as salaries and benefits for all instructional personnel, curriculum and instructional materials, classroom supplies, etc. Professional development is also a very important part of the instructional program. The facilities area of the budget addresses all aspects of running and managing the school site. Items in this area include custodial needs, all types of insurances, repair and maintenance, utilities, etc. Our school's commitment to technology is apparent by its own budget category. This part of the budget addresses all areas related to the use of technology, including hardware and software needs, and professional development and training. The administration part of the budget involves areas such as front office supplies, rent/lease of equipment, conferences for principal, etc. San Jose-Edison Academy currently operates under a balanced budget and intends to continue this practice into the future. As a charter school, deficit spending is not an option. Our school's business service manager uses a well-known software program to coordinate the various revenues that come into the school. A system of checks and balances has been put into place

to guarantee sound fiscal management. From the principal, to the business services manager, to groups such as the School Site Advisory Council and Board of Friends, revenues and expenditure are routinely and consistently monitored on a monthly basis.

A governance and management structure which includes responsibilities and number of employees: As a charter school, accountability for sound fiscal management is ensured through a business/management structure that involves a variety of groups associated with the school. The principal and business service manager are responsible for day-to-day budget operations. However, the actual development of our school's budget begins at the staff level where our teaching Houses discuss the educational needs of the school. Ideas generated during House meetings are then brought to the leadership team by lead teachers. In addition, our School Site Advisory Council (parent make up half of the membership) is responsible for overseeing all categorical funds received by the school and have a very important role in the development of the budget. A very unique group of community members, the Board of Friends, also has an important role in the developing and monitoring of our school's budget. As stated previously, our school budget is discussed with all groups on a monthly basis.

Location of and plans for the maintenance of school facilities: The local school district, through a partnership and management agreement, has provided a closed school site in which we have been allowed to house our charter school. While San Jose-Edison is responsible for the daily maintenance of the facilities, the local school district has agreed to take responsibility of capital improvements such as roofing and structures. Daily maintenance cost have been sufficiently budget for (grounds, work orders, electricity, gas, telephone, etc.). In addition, the district has agreed to provide additional portable classrooms to provide space for expansion to sixth grade.

Experience and knowledge of people involved in this area: Personnel involved in the school's fiscal management are highly knowledgeable in this area. The principal holds a doctorate degree in organizational management and has vast experience in the area of budget development and management. The school's business service manager is highly trained in budget development and management with prior experience as a key district office employee responsible for managing the district's forty million dollar budget. In addition to the principal and business service manager, parent and community members on our School Site Advisory Council are fiscally minded business owners and budget savvy. The six community members of our school's Board of Friends are also well acquainted with budgets. One member, along with her husband, run their own chain of medical centers and family foundation. Other members are business owners who have a wealth of experience working with budgets. All of the individuals described above work together to ensure that San Jose-Edison's budget is well-managed and secure.

C. Collaboration and Networking Strategies

Areas of collaboration within the school: The nature of our school's organizational structure allows for full participation by all members of our school community. Every teacher is connected as a member of a teaching house. Every house has a lead teacher who is also a member of the school's leadership team. Individual teacher and house concerns/ideas are often brought before the leadership team during

its weekly meetings. In addition, classified concerns/ideas are addressed through discussions with our school's business service manager, who is also a member of the leadership team.

Another important member of the school's leadership team is the Community Resource Director. This position is an important link between our school and the community. It is the Community Resource Director's responsibility to bring input from the community to leadership team meetings.

Involvement of parents and community members: One of San Jose-Edison's greatest assets is its connectivity with parents and community. We believe that to ensure a shared vision, the school must find as many ways to involve parents and community as possible. Parent involvement is highly valued at our school. Individual teachers and house teams continually seek ways in which to involve our school community. Since our opening in September of 1998, over 3000 hours of volunteer service have been logged. Parents and community members have been given the opportunity to participate in school functions such as Parent Orientation Night, School Beautification Day, Family Fun Night, Grand Opening Celebration, Parent Teacher Organization, School Site Advisory Council, room parents, etc. In addition, our school looks for ways to make the best use of family member's talents and enthusiasm. They participate in whatever way best suits their interests and schedules. Although not every family is able to participate directly in the life of the school, our diverse menu of opportunities and the extended school day encourage greater family participation than what occurs in most schools.

At San Jose-Edison our commitment to parents can be wrapped up in a simple phrase, A Right to Know and to Be Welcome in a School. Our school has pledged to maintain an open-door policy. Initial orientation seminars helped familiarize families with the school organization and curriculum, as well as special programs and services. Regular and frequent communication occurs between school and family in many different forms. Every teaching house sends home a monthly newsletter as well as weekly updates regarding curriculum. In addition, the principal sends home a monthly newsletter as well as frequent notices and reminders.

From one-on-one visits with teachers at school to telephone and electronic communication, ideas and concerns are conveyed with ease. This communication is facilitated by computers which the school places in the homes of all students 3rd through 5th grade. Students and parents are then able to access the school's electronic mail system, school news bulletin board, homework page, and student and parent chat rooms. Every staff member is provided with a phone and voice mail. Parents are able to access teachers directly. Parents can also access a telephone homework hotline.

Collective knowledge and experience of partnerships: To support teaching and learning, San Jose-Edison Academy has formed extensive partnerships with organizations outside of our school. To support professional growth for teachers, the school has a number of partnerships with local colleges and universities (Azusa Pacific University, Cal Poly, Pomona, Cal State L.A., University of La Verne, etc.) Our school is also involved in a partnership with the local Chamber of Commerce. Our School Site Advisory Council Chairperson is a very active member of the Chamber and has made our school available to more community members by placing our school as link on the Chamber of Commerce and city web site. Partnerships with many local businesses have been developed and expanded throughout our first year as a school.

Teaching students about community service has been enhanced through our partnership with the local Kiwanis Club of West Covina. Through this partnership our students have been given the opportunity to participate in such events as the Honduras Hurricane Relief Effort, collection of new toys for Project Wings, School Beautification Day, and Project Linus. In addition, the local Kiwanis Club is helping our school establish a new student club which will concentrate on the promotion of community service for older students.

Our partnership with our local school district enables us to utilize services relating to professional development in the areas of language arts and math. In addition, our teachers have access to district mentor teachers.

External means of technical support: When seeking external assistance and partnerships, San Jose-Edison seeks to find those that will compliment our school's vision and our school's commitment to educational excellence. We look for partnerships that assist in the development of the whole child - not just the academics, but also character and social awareness.

D. Overall Program Evaluation

A comprehensive assessment program: Our charter school agreement sets expectations for operation, management, and result of the school. San Jose-Edison Academy will implement a comprehensive assessment program which will be used to measure our success as a first year charter school. There are two major components involved in this program.

The first component of our comprehensive assessment program involves our school Five Points of Accountability. The staff of San Jose-Edison Academy will be measuring its success in terms of how we have successfully addressed these Five Points of Accountability. - Student Performance, School Design, Customer Satisfaction, Financial Management, and System Growth. Each of the following components has its own set of criteria by which we measure our level of success.

Student Performance: San Jose-Edison expects all of its students to perform. Our staff monitors student performance to ensure progress toward standards and as a basis for reporting student progress to families and to the public. Student performance measures San Jose-Edison Academy's School Design: We believe that our school design must incorporate a blend of research-proven curriculum and instructional practices, a sound educational vision, solid leadership, creativity, and energy of school staff and community. Our design also includes the development of school performance standards and implementation guidelines in the following key areas: curriculum, instruction, and assessment: technology, family and the community; and school organization and development. Our leadership team is required to use the performance standards and implementation guidelines to assess, document, and report on their performance relative to our school design. These results will be reported to our local school board, parents, community, and the California Department of Education.

Customer Satisfaction: We expect our school to satisfy our customers, namely, our students' families. To accurately gauge satisfaction with our school programs, we will be administering a survey developed by The Gordon S. Black Corporation to all San Jose-Edison families. This survey will assess the current level of satisfaction with most aspects of the school program, including school

atmosphere, facilities and equipment, communication, curriculum and instruction, career satisfaction, and levels of involvement in school decision making.

Financial Management: Our expectation is that we will be excellent stewards of our resources. We are responsible for operationalizing important financial management processes. Budgets are reviewed annually by outside agencies.

System Growth: As a new charter school, we expect to operate as a true learning community: to generate innovation and to welcome innovation from others. It is expected that successful ideas be shared with all instructional staff through such avenues as informal professional dialogues or through our web page which contains a staff connection link enabling staff to post ideas and questions online. There is also an expectation that all staff members will continue to contribute positively to the success of our school.

The second component of our comprehensive assessment program involves an assessment process that mirrors that of Massachusetts, which has developed a simple yet powerful assessment process for its charter schools. This assessment encompasses three core questions: Is the academic program a success?, Is the school a viable organization?, and Is the school faithful to its charter? In answering these three questions, San Jose-Edison Academy will be providing its school community and other agencies a wealth of powerful and relevant information relating to the educational and organizational success of charter school.

Outline of measurements used to evaluate success of charter program:

A. Assessment of student work/achievement

1. Weekly, monthly, quarterly review of results
2. House team meetings to discuss on-going results
3. Grade level meeting / to discuss on-going results
4. End of year analysis of student achievement data for all assessments given

B. Assessment of schoolwide programs

1. House team discussions, analysis, and input
2. Evaluation survey completed by members of School Site Advisory Council
3. Evaluation survey completed by members of the Board of Friends
4. Parent survey
5. Student survey

C. Assessment of financial management

1. Monthly review of budgets by staff and School Site Advisory Council
2. Overseeing of budgets by staff and Board of Friends
3. Annual review of budgets by outside agencies/auditors

D. Annual Charter School Report

III. Description of Grant Project Goals and Activities

A. Identification of Program Needs

During our first six months of operation, our school has shown initial signs of success toward meeting our educational vision. It is evident that we are in the process of building the foundation for a

successful charter school. Parents, teachers, students, and community members have expressed their delight in what we have been able to accomplish in such a short period of time.

Since December of 1998, our school principal and local district Board of Education have received dozens of letters in which parents have expressed their desire to see the school add another grade level. Expansion to the sixth grade has also been discussed many times during leadership team meetings, at School Site Advisory Councils meetings, as well as Board of Friends community meetings. In January of 1999, our local Board of Education voted 5 - 0 to approve our school's expansion to sixth grade. While this was viewed as a victory for our parents, students, and community, concerns involving lack of start up funds to support the expansion weighed heavily on the minds of the school's leadership team.

To show their support of our charter school, the local school board agreed to supply the needed facilities for the expansion (4 new portable classrooms). The district also agreed to provide the new furniture needed for the new classrooms. However, while this support is much appreciated and very much needed, expanding our school to sixth grade involves much more than just facilities and furniture.

In order to successfully expand our school to sixth grade a variety of factors need to be considered and addressed. Providing our new sixth graders with quality curriculum materials is a very important priority. Another important priority is providing new teachers and support staff with quality staff development and training. At San Jose-Edison Academy, we strongly believe that extensive professional development is the key to student success. When teachers are trained in the critical areas of curriculum, learning standards, assessment, and instruction, positive student achievement is more likely to occur. Keeping this in mind, we have identified a need for a half time staff development/curriculum coordinator position.

In addition to curriculum and instruction, our sixth grade students are going to have other needs worthy of being addressed. Currently, our school library has been developed for a K-5 school. While we have some books that would meet the interests of our new sixth graders, our book circulation falls short of expected needs.

Another very important aspect of sixth grade expansion involves the purchase of technology to mirror that which is already in place Kindergarten through fifth grade. Currently, every teacher has been provided with a laptop computer. This practice would have to be extended to the new teachers hired due to expansion. In addition, each classroom has three computers, a printer, a T.V. monitor and VCR, and an overhead with cart. With the addition of a new grade level, it would also be necessary to form a new House team of teachers. This new House team would share a scanner and quick-take camera.

Expanding our school to include sixth grade would create an additional dilemma - the inability to sufficiently handle the extra reprographics needs created by expansion. We currently own one duplicating machine and lease a copying machine. With only these two machines for a school slated to have 812 students, our copying abilities are stretched to say the least. The purchase of an additional duplicating machine would enable our staff's copying needs to be adequately addressed.

Finally, the expansion of our school to sixth grade will inadvertently create a new dynamic on our school campus. Sixth grade students tend to have differing social and emotional needs than those of

our younger students. As students enter into their adolescent years, many have a variety of needs that can only be addressed by trained staff. Currently, our school staff does not include this type of trained professional/counselor.

B. Justification for Support to Fulfill Identified Needs

How grant funds will be used to fulfill educational vision and objectives/goals:

The fundamentals that are included in our school's educational vision are the core of our school design. It is with pride that we have stayed true to these fundamentals as we continue to educate our kindergarten through fifth grade students. Funding received from this grant would allow our school to expand to sixth grade without compromising our school's vision which specifically identifies fundamentals such as a rich and challenging curriculum, teaching methods that motivate, assessment that provides accountability, educators who are true professionals, technology for an information age, and others. Grant funding will also allow us to continue with the implementation of our goals which were addressed in the first part of this narrative.

How funds will be used to support other variables of effective schools: In addition to grant funds being used to fulfill our educational vision and goals, we believe these funds will enable us to further support the other variables that make us an effective school. Funds from this grant will be used for professional development, which will include training new teachers and support staff in areas such as Learning Environment. Before our charter school opened, all of our teachers and support staff went through three days of Learning Environment training. These funds will also allow us to duplicate our current use of technology into our sixth grade classrooms. In addition to the above, receiving this grant will allow our fifth grade students to stay with us as sixth graders, thereby enabling us to continue offering these students a 8:00 a.m. to 4:00 p.m. instructional day and 200 day school year.

C. Specific Grant Project Goals and Objectives

Tangible work product at the end of the project: In keeping the educational vision of San Jose-Edison Academy and staying true to the high quality of education we are currently providing our Kindergarten through fifth grade students, the following goals have been developed to support expansion of our school program to include sixth grade.

1. High quality, research proven curriculum materials needed for sixth grade expansion will be identified, purchased, and implemented into all sixth grade classrooms.
2. High quality sixth grade core teachers, specialists (music, art, spanish, health/p.e.), a part-time sixth grade counselor, and a half-time staff development/curriculum coordinator will be hired by the leadership team through extensive search and recruitment efforts.
3. New teachers hired for sixth grade will receive extensive training in areas of curriculum, instruction, and learning environment.
4. A part time sixth grade counselor (1 day per week) will identify at-risk sixth grade students and create individualized educational plans to address the needs of each student.

5. A half-time staff development/curriculum coordinator will assist with the planning and delivery of staff development and training. This person will also oversee the coordination and articulation of curriculum.
6. Equipment needed to support sixth grade expansion will be identified, purchased, and implemented into the program.
7. Technological needs associated with expansion will be identified and addressed.
8. Student assessment data will be collected, discussed and analyzed on an on-going basis, including an end-of-the-year study session in which all staff members participate.
9. Library/Media Center needs of sixth grade students will be identified and addressed.
10. Sixth grade parent meetings will be held to answer any questions regarding expansion as well as training needs identified by parents.
10. Evaluation of grant implementation will take place and thoroughly analyzed.

Individuals responsible for completion of work: Expanding our school to sixth grade is going to take an entire school community effort. Keeping true to our vision and goals, the principal and leadership team will set the course for expansion. This group will be responsible for items such as scheduling, teacher hiring, room and class assignments, student groupings, curriculum, staff training, and monitoring of grant implementation and assessment.

The school's Business Service Manager will be responsible for purchasing and inventorying new sixth grade curriculum materials and equipment. In addition, she will be responsible for effectively monitoring implementation grant budget.

Our Community Resource Director will be responsible for handling parent questions and getting information and announcements out to parents and community. She will also be responsible for planning parent workshops and training throughout the year.

Our school's Director of Technology and User Support Technician will be responsible for the selection of technology equipment needed to address needs of new sixth grade students and families.

Our school's Library Media Specialist will be responsible for the selection of books needed to expand our currently library selections.

Parents will be responsible for getting their students to school on a regular basis. They will also be responsible for keeping lines of communication open with teachers, continue to address the educational needs of their children, and participate as much as possible in school functions and activities. Parents will also be responsible for providing valuable input regarding current and future expansion issues and concerns.

The School Site Advisory Council will have the responsibility of allocating categorical funds to support expansion and then monitoring the use of such funds. The council will also be responsible for assisting in the evaluation of the regular school program, as well as the evaluation of the implementation grant.

Finally, our school Board of Friends will be responsible for monitoring the implementation grant, assisting the school with securing other sources of revenue to support expansion, and assisting in the evaluation of the regular school program.

Use and impact of new funds: Grant funds will be used for the following:

1. Curriculum materials needed for new sixth grade.
2. Equipment (standard & technological) needed for expansion.
3. Training for new teachers and support staff (consultants & trainers)
4. Stipends for new teachers and support staff for days of training.
5. 1 day per week sixth grade counselor to begin identifying and addressing needs of new middle grade students.
6. Half-time staff development/curriculum coordinator to assist with the planning of training and curriculum coordination.
7. Purchase of library books to address needs of adolescent students

The use of the grant funds will have a significant impact on the school - especially our new sixth grade students. These funds will enable us to educate these students in a way that they might not have been educated otherwise. Expanding our grade levels to sixth will allow us to have a greater impact on our students for a longer period of time. It will also allow us to achieve a greater level of customer satisfaction involving our parents and school community.

D. Self-Assessment and Procedures for Monitoring Progress Towards Project Goals

Timeline for completion of specific tasks:

Early June 1999

Leadership Team, School Site Advisory Council, and Board of Friends meet to discuss implementation and monitoring of grant. Community Resource Director meets with fifth grade parents to answer questions relating to expansion and to determine parent-training needs for 1999-2000 school year. Principal, Business Services Manager, and Director of Technology meet to determine technology and other equipment needs for staff and students relating to expansion. Leadership team interviews and hires new teachers and other support staff. Leadership team meets to plan August training sessions for new teachers and support staff. Media Center Specialist selects library books that address adolescent interests.

Late June 1999

Business Services Manager places order for curriculum materials, library books, and equipment. Local school district begins plans for placing relocatable classrooms at San Jose-Edison Academy (this project will be district funded).

Consultants and trainers are selected and scheduled for August training.

July 1999

Office clerk prepares for expansion to sixth grade. Update computer files, etc.
All new materials coming in are inventoried and delivered to classrooms.

August 1999

Initial training for new teachers and support staff. (follow-up training held throughout year)
Sixth grade parent and student orientation held. Sixth grade counselor begins to identify at-risk students - individualized education plans developed
Staff development/Curriculum Coordinator meets with sixth grade teachers to discuss coordination of curriculum and future staff development needs.
(This will continue throughout year)

September 1999

Monthly meetings begin to discuss grant implementation progress (Leadership team, School Site Advisory Council, Board of Friends).

October 1999 - March 2000

Continue to implement and monitor grant.

April - June 2000

Evaluation of school program and grant implementation. (Surveys, meetings, walkthroughs, collection and analysis of student work, analysis of *student assessment data, etc.)

Procedure for evaluating quality of work: San Jose-Edison Academy will evaluate the quality of work through procedures already outlined in the narrative and timeline. The most important thing that we would like to stress is that these procedures will involve the entire school community. Using a variety of personnel and resources to conduct our on-going and final evaluations will add positively to the process and strengthen our efforts.

Adherence to Required Evaluations of Grant and Process for How Grant Money Will Be Spent: San Jose-Edison Academy will fully cooperate with all district and state officials to complete an interim and final review of grant implementation and all grant expenditures.

If our school receives a grant, funds will be channeled to the West M Covina School and then to San Jose-Edison Academy. The principal and business service manager will monitor the disbursement of these funds according to required accounting practices and the documentation, auditing, and inspection requirements stipulated in the grant proposal. Grant funds will also be monitored by groups within the school community already addressed in the narrative.

Budget Narrative for San Jose-Edison Academy

For the purpose of clarity, the budget narrative for San Jose-Edison Academy will be discussed in terms of expenditure codes - beginning with the 1000 series and ending with the 7000 series.

1000 - Certificated Salaries: Grant funds in this category will be used to pay teachers for the 10 days they will be receiving training. These new teachers are being asked to attend training outside of their 210 contractual days. In addition to teacher training days, these funds will also be used to support our efforts to provide services to 6th grade at-risk students through the funding of a 1/5 (one day per week) counselor. With the expansion to sixth grade, our school's enrollment will climb to 812 students. We believe that a 1/2 time staff development/curriculum coordinator is needed to not only assist with the delivery of quality staff development, but to also assist with the coordinating of our extensive and unique curriculum. After a careful analysis of our 1999-2000 preliminary budget, we will be able to assist with some of the funding for the staff development/ curriculum coordinators position through our use of general funds.

2000 - Classified Salaries: Grant funds in this category will be used to pay for the days that our new tutors receive training. These days are outside of their regular school year. We will need to bring in additional clerical staff to seek up the front office for the new grade level. We will be providing the funds for this through our use of general funds.

3000 - Employee Benefits: These are often forgotten expenditures when paying for extra time or stipends. Our school will be responsible for the allocation of funds needed to cover the benefits of our share of the staff development/curriculum coordinators position as well as the benefits needed to cover the extra days for the clerk.

4000 - Books and Supplies: This is by far the costliest of our school's expansion needs. We expect to receive approximately \$4000 of state textbook funds for our new sixth graders. These funds have been distributed evenly between the four core curricular areas. We are seeking additional funds to cover the remaining costs of curriculum associated the addition of a sixth grade. We anticipate a need of approximately \$12,500 to purchase additional library books and multi-media materials for our new sixth grade students. We will be responsible for allocating the \$2500 that was carried over from our one-time library funds to help support this effort.

5000 - Services: Our school's commitment to staff development is one of the hallmarks of our school design. Bringing our new teachers and support staff in to receive extensive training relating to our rigorous curriculum and instruction is essential. Many of the consultants we will need to use may have to travel and stay overnight. We estimate that it will cost approximately \$10,000 to provide adequate training to our staff. Our school will allocate \$2500 toward the cost of training. It is our hope that these funds will be provided through the State's teacher buy-back staff development program that was implemented during the 1998-99 school year. If these funds are unavailable, we will allocate categorical funds to cover our share of the training costs.

6000 - Capital Outlay: Grants funds under this category are being sought to purchase essential equipment. We are asking that grant funds be provided to cover all cost relating to reprographic needs

as well as the unique technological needs of staff and students. Our school will be responsible for splitting the cost of the TV Monitors, VCRs, carts, and overhead projectors.

7000 - Other Outgo: The portable classrooms and furniture needed for expansion are going to be purchased through the use of school district funds. The support from our local school district is a huge step toward expansion.